



DeLaveaga Elementary School

1145 Morrissey Blvd. • Santa Cruz, CA 95065-1498 • (831) 429-3807 • Grades K-5

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**2017-18 School Accountability Report Card
Published During the 2018-19 School Year**



Santa Cruz City Schools

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School Description

DeLaveaga Elementary School is located on the east side of Santa Cruz near DeLaveaga City Park. The highly skilled teaching staff has many years of professional experience. We celebrate a diverse world in which children's languages, cultures, talents and dreams, are fostered and valued. We support a strong, standards-based educational program supplemented by the arts and science, which enables all children to reach their potential.

DeLaveaga hosts a K-5 Spanish Two Way Immersion program. This academically rigorous program supports all students in achieving high levels of bilingual proficiency and literacy. Students in our program develop the language skills and cultural competence necessary to fully engage in the local community and in the greater multicultural world.

DeLaveaga uses Eureka Math, a curriculum that is well aligned with the Common Core State Standards. In addition to our continued implementation of a school-wide research-based Positive Behavior Intervention and Supports (PBIS) program, we have introduced students to our new WITS program which assists students in solving both behavioral and academic issues. We are also focusing our social-emotional work on increasing student and staff optimism and promoting a growth mindset! DeLaveaga continues to implement Walk To Read, a school-wide reading program that supports students with targeted intervention and enrichment opportunities to our students in both the Two Way Immersion program (grades K-2nd in Spanish) and our mainstream program (K-5th in English). Because we have expanded our technology capacity, our students are accessing web-based support and reinforcement using our Google Chromebooks.

Major Achievements

DeLaveaga students consistently score well on state-level testing. Student scores in English Language Arts and Mathematics are at or above the state average. Our school has also received the Gold Ribbon Award from the State of California Department of Education for our Response to Intervention Program that supports students in both English and Spanish.

DeLaveaga's has an active Parent Teacher Club (PTC) that raises more than \$90,000 annually to support classroom learning. The PTC provides additional music/dance instruction for kindergarten through third grade as well as stipends for our teachers to facilitate a student council. All students receive weekly art instruction funded by a district parcel tax. Students in third through fifth grade receive music instruction weekly through the district's program.

The Biliteracy Award, which recognizes language proficiency in both Spanish and English, is awarded to a number of our 5th graders each year.

Focus for Improvement

Classroom teachers evaluate students' literacy and mathematics skills regularly. This information helps identify which students require additional services during the school day or after school (Homework and Intervention Support). English Learners received extra support toward developing proficiency in reading, writing, listening and speaking (LISTOS program).

Students in grades three through five also take the State SBAC test. This assessment provides a statewide measure of school progress. DeLaveaga students consistently perform well on state standardized tests and on local measures of student achievement.

Our focus is on supporting students' proficiency in writing and math as we implement the Common Core State Standards.

Leadership

This is Robert Greenlee's second year as DeLaveaga's principal. Prior to coming to DeLaveaga, Mr. Greenlee was the Principal at Martin Luther King Jr. Elementary School for four years and has over 17 years of administrative experience and 28 years as an educator.

DeLaveaga's teacher leadership team meets monthly to plan professional development and support grade level collaboration. Grade level teams meet monthly to analyze student data and make recommendations for best practices that are aligned with the district goals for student achievement. The School Site Council (SSC), Parent Teacher Club, and our English Language Advisory Committee (ELAC) play key roles in shaping our students' educational experience.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	112
Grade 1	84
Grade 2	85
Grade 3	100
Grade 4	84
Grade 5	85
Total Enrollment	550

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.4
Asian	3.1
Filipino	0.0
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0.4
White	51.8
Socioeconomically Disadvantaged	40.0
English Learners	22.7
Students with Disabilities	12.9
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
DeLaveaga Elementary School	16-17	17-18	18-19
With Full Credential	33	31	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	0
Santa Cruz City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	314
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
DeLaveaga Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

Textbooks and Instructional Materials Year and month in which data were collected: November 21, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: A Legacy of Literacy - Houghton Mifflin Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	FOSS - Delta Education Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History & Social Science - Pearson Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

De Laveaga Elementary School was originally built in 1969 and sits on nearly 10 acres. The campus expanded the parking lot using bond money. Upcoming projects for the campus using bond money include adding shade structures, replacing the HVAC system, improving the technological infrastructure, and removing portable classrooms.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/09/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/09/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Interior: Interior Surfaces</p>	<p align="center">Poor</p>	<p>RM 18 COMMENTS: GRAY METAL CABINET NEEDS TO BE ANCHORED</p> <p>RM 16 COMMENTS: BOOKSHELVES ON TOP OF BUILT IN BOOKSHELVES NEEDS TO BE ANCHORED</p> <p>RM 15 COMMENTS:</p> <p>RM 14 COMMENTS: STAINED CEILING PANEL</p> <p>RM 13 COMMENTS: WOODEN BOOKSHELF NEEDS TO BE ANCHORED</p> <p>SHARED SPACE 13-18 COMMENTS: 8 BOOKCASES NEED TO BE ANCHORED/CLUTTER IN SPACE</p> <p>LIBRARY COMMENTS: WHITE BOOKSHELF NEEDS TO BE ANCHORED INSIDE LAMINATOR</p> <p>RM 8 COMMENTS: DOOR WILL NOT STAY CLOSED</p> <p>RM 7 COMMENTS: WOODEN BOOKSHELF NEEDS TO BE ANCHORED</p> <p>RM 9 COMMENTS: DOOR TO SHARED SPACE DOES NOT STAY CLOSED</p> <p>RM 35 COMMENTS: NO PHONE</p> <p>RM 30 COMMENTS: METAL SHELVES, CABINET, WOODEN SHELF NEEDS TO BE ANCHORED</p> <p>RM 29 COMMENTS: BLUE SHELF NEEDS TO BE ANCHORED</p> <p>COMMENTS:</p> <p>RM 27 COMMENTS: BLACK DOOR HANDLE LOOSE</p> <p>RM 26 COMMENTS: TALL CABINET NOT ANCHORED</p> <p>RM 12 COMMENTS: 2 WOODEN SHELVES AND TALL METAL CABINET NEED TO BE ANCHORED</p> <p>RM 11 COMMENTS: WHITE BOOKSHELF NEEDS TO BE ANCHORED</p> <p>RM 22 COMMENTS: TALL WHITE WOODEN CABINET NEEDS TO BE ANCHORED</p> <p>RM 4 COMMENTS: WOODEN BOOKSHELF NEEDS TO BE ANCHORED</p> <p>SHARED SPACE 4-6 COMMENTS: WOODEN BOOKSHELF NEEDS TO BE ANCHORED</p> <p>MPR</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/09/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		COMMENTS: WOODEN BOOKSHELF NEEDS TO BE ANCHORED NURSES OFFICE COMMENTS: METAL CABINET INSIDE RESTROOM NEEDS TO BE ANCHORED SHARED SPACE 19 & 20 COMMENTS: WHITE BOOKSHELF NEEDS TO BE ANCHORED SPEECH RM COMMENTS: TALL WOOD BOOKSHELF NOT ANCHORED BILINGUAL COORD COMMENTS: TALL METAL CABINET NOT ANCHORED RM 12 COMMENTS: 2 WOODEN SHELVES AND TALL METAL CABINET NEED TO BE RM 22 COMMENTS: TALL WHITE WOODEN CABINET NEEDS TO BE ANCHORED RM 26 COMMENTS: TALL CABINET NOT ANCHORED RM 30 COMMENTS: METAL SHELVES, CABINET, WOODEN SHELF NEEDS TO BE ANCHORED RM 29 COMMENTS: BLUE SHELF NEEDS TO BE ANCHORED SHARED SPACE 7-10 COMMENTS: WHITE BOOKSHELVES NEED TO NEED TO BE ANCHORED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RM 20 COMMENTS: FOUNTAIN CLOGGED

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/09/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Safety: Fire Safety, Hazardous Materials</p>	<p align="center">Poor</p>	<p>RESOURCE CENTER 10 COMMENTS: FIRE EXTINGUISHER IS NOT SIGNED RM 9 COMMENTS: FIRE EXTINGUISHER IS NOT SIGNED RM 8 COMMENTS: FIRE EXTINGUISHER IS NOT SIGNED SHARED SPACE 21, 22 COMMENTS: FIRE EXTINGUISHER IS NOT SIGNED RM 22 COMMENTS: FIRE EXTINGUISHER IS NOT SIGNED RM 20 COMMENTS: FIRE EXTINGUISHER NOT SIGNED RM 19 COMMENTS: FIRE EXTINGUISHER NOT SIGNED RM 7 COMMENTS: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 6 COMMENTS: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 5 COMMENTS: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 4 COMMENTS: WFIRE EXTINGUISHER NEEDS TO BE SIGNED OFFICE COMMENTS: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 32 COMMENTS: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 31 COMMENTS: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 35 COMMENTS: NO PHONE/FIRE EXTINGUISHER NOT SIGNED RM 34 COMMENTS: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 30 COMMENTS: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 29 COMMENTS: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 28 COMMENTS: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 23 COMMENTS: FIRE EXTINGUISHER NEEDS TO BE SIGNED AND NEEDS TO BE MOVED BY THE DOOR</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/09/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		RM 27 COMMENTS: FIRE EXTINGUISHER NOT SIGNED RM 26 COMMENTS: FIRE EXTINGUISHER NOT SIGNED RM 25 COMMENTS: FIRE EXTINGUISHER NOT SIGNED RM 12 COMMENTS: FIRE EXTINGUISHER NOT SIGNED RM 11 COMMENTS: FIRE EXTINGUISHER NOT SIGNED RM 33 COMMENTS: FIRE EXTINGUISHER NOT SIGNED RM 1 COMMENTS: FIRE EXTINGUISHER NOT SIGNED RM 3 COMMENTS: FIRE EXTINGUISHER NOT SIGNED RM 2 COMMENTS: FIRE EXTINGUISHER NOT SIGNED RM 22 COMMENTS: FIRE EXTINGUISHER NOT SIGNED
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	54.0	52.0	53.0	50.0	48.0	50.0
Math	47.0	42.0	45.0	42.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.7	24.7	34.1

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	265	98.51	51.70
Male	144	143	99.31	53.15
Female	125	122	97.60	50.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	104	102	98.08	28.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	138	98.57	68.12
Two or More Races	12	12	100.00	66.67
Socioeconomically Disadvantaged	96	95	98.96	26.32
English Learners	62	62	100.00	20.97
Students with Disabilities	43	43	100.00	37.21
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	265	98.51	42.26
Male	144	143	99.31	43.36
Female	125	122	97.6	40.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	104	102	98.08	22.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	138	98.57	55.8
Two or More Races	12	12	100	50
Socioeconomically Disadvantaged	96	95	98.96	14.74
English Learners	62	62	100	16.13
Students with Disabilities	43	43	100	32.56
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

DeLaveaga parents are very involved as volunteers in classroom activities and field trips. Our School Site Council approves the school's annual plan and budget. Parents also participate on the English Learner Advisory Committee, which supports our English Learners, and the Parent Teacher Club which helps plan and provides funding for different enrichment opportunities for our students. This year we are revisiting our School Vision and Values. All of these stakeholder groups are involved in this important process.

To become more involved, please call or visit the school office at (831) 429-3807.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Accident rates on campus are very low. The staff works together to ensure that the site is safe, clean, and orderly. We hold monthly safety meetings, and provide safety information at our staff meetings. In addition, we work with our School Resource Officer to train staff on safety procedures, such as lockdown and evacuation drills. All gates are locked during the school day, and all visitors are expected to check in/sign-in with the office and wear a name tag while on campus.

With the direction of our School Safety Committee, input from all parent groups, the Comprehensive Safe School Plan is revised annually. The School Site Council approved our current Safe School Plan, which includes emergency procedures, in March of 2018. In addition, key members of the Safety Committee, and Incident Command Team attend annual district-wide training in Emergency Response Guidelines and Disaster Procedures.

Key elements of the Comprehensive School Safety Plan are:

- * Goals for creating a Caring and Connected Community, and a place where All Students and Staff Safe
- * DeLaveaga staff and students understand and consistently follow the school-wide behavioral expectations in the classroom as outlined in PBIS.
- * Implement and monitor the PBIS behavior expectations and consequences with staff, students, and parents to support more engagement and safe interactions on the playground at recess and lunch.
- * Disaster Procedures and Emergency Response Guidelines
- * Established Incident Command System

The full Comprehensive School Safety Plan can be viewed on the school and SCCS District Websites.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.1	0.3	0.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.3	0.8
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.4
Social Worker	.2
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	23	22	3		1	3	5	4			
1	22	22	21	2	1	2	3	3	2			
2	22	23	21	1		2	3	5	2			
3	20	22	22	3			2	4	4			
4	28	30	21				2	1	1			
5	27	28	27				6	6	6			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Teachers participate in monthly staff development activities to improve instruction and student performance. Professional development activities are planned and implemented by the teacher leadership team (SCIL). This year, our leadership team focused on Integrating ELD in math and science. Teachers attended professional development in science (FOSS), and for our Two Way Immersion teachers, grade level representatives attended a 4-day training on teaching Spanish Language Arts. In prior years, staff have attended professional development in math as well as Integrated ELD.

Additionally, teachers conducted parent-teacher conferences 3 times per year, to communicate and collaborate with parents to better support their children at school and at home.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Our school uses specialized funding to provide extra instruction for students with specific needs. We use state and federal funds to provide additional reading support for students (SIPPS, Lexia, IStation). Revenue from the local parcel tax funds teachers for our art and music programs. Our generous parent community also provides funding for learning assistants, music and dance teachers, a Garden Coordinator, and after school enrichment classes.

We also fund Learning Assistance that support our school-wide Walk To Read (WTR) program, where students are grouped by reading levels and provided targeted instruction at their level.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,171	\$1,033	\$6,138	\$76,385
District	◆	◆	\$6,111	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			0.4	-11.3
Percent Difference: School Site/ State			-6.6	

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.